|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Environmental Issues in Europe; Climate, Location and Natural Resources of Italy and Germany/United Kingdom and Russia** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| SS6G9: The student will discuss environmental issues in Europe. A. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.  *SS6G10: Explain the impact of location, climate, natural resources, and population distribution on Europe.*   1. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. 2. Compare how the location, climate, and natural resources of Germany and Italy affect where people live | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | *Describe the impact of location, climate, natural resources, and population distribution on Europe.*  *Demonstrate how location, climate, natural resources and population impacts the UK and Russia and Germany and Italy.*  *Identify the location, climate and population of Europe.*  *Locate the United Kingdom, Russia, Germany and Italy.*  *Describe how location impacts the economy in Russia, Germany, Italy and the UK.*  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

|  |  |  |
| --- | --- | --- |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | * How does the physical geography of Europe contribute to its culture? * Why are people attracted to certain regions in which to live? | Textbooks, computer, primary and secondary resources   * On a blank map, identify physical features and countries of Europe.   [Europe Maps- World Atlas.com](http://worldatlas.com/aatlas/world.htm)  Geographic Resources: Sites for online maps   * Outline Maps and Map Tests- Maps provided by: [www.worldatlas.com](file:///C:\Users\User\Downloads\www.worldatlas.com) * Physical Maps- Maps provided by   <http://www.freeworldmaps.net>   * Regional Maps- CIA Factbook   <https://www.cia.gov/library/publications/the-world-factbook/>   * Extensive Map Collection- provided by The University of Texas.   <http://www.lib.utexas.edu/maps/map_sites/hist_sites.html#europe> |
| **2-3** | How do location, climate, and natural resources affect where people live and how they trade?  How do the factors of climate, access to water, and natural resources affect where Europeans choose to live and work? | Textbooks, computer, primary and secondary resources; powerpoint presentation  [Geo. of the World-Europe: Land and Resources Video- GPB](http://gpb.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=8791BCED-9250-4CF3-9E40-0B4072617D7A) |
| **2** | How do location, climate, and natural resources in Germany and Italy affect where people live and how they trade? | Textbooks, computer, primary and secondary resources:  [Geo. of the World-Europe: Land and Resources Video- GPB](http://gpb.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=8791BCED-9250-4CF3-9E40-0B4072617D7A) |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | Examine a population density/physical/natural resource map of Europe. Compare the two maps, especially around the oceans and seas. Students need to locate the mountains and river systems to determine how physical features impact where people live. | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | Have students compare and contrast the location, climate, Natural Resources and Population of Germany and Italy AND the United Kingdom and Russia.  \*T Chart  \*Venn Diagram  \*Flipbook | Media Center research materials; atlas; online and physical textbook; internet |
| **2** | * Students will write a response that explains the location, climate and natural resources and its effect on population. | * Media Center research materials; atlas; online and physical textbook; internet |
| **2** | * Students will create their own population map of Germany and Italy or United Kingdom and Russia. In side notes and corners, students will explain how the climate, location and NR impacts the population. | * Media Center research materials; atlas; online and physical textbook; internet |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards (Primary)** | | | | **DOK (Ceiling)** | | | **Integrated** | |
| All Enduring Understandings | | | | 2-4 | | |  | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * physical features * Danube River * Rhine River * English Channel * Mediterranean Sea * European Plain * Alps * Pyrenees * Ural Mountains * Iberian Peninsula * Scandinavian Peninsula * Belgium * France * Germany * Italy * Poland * Russia * Spain * Ukraine * United Kingdom | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Acid rain (in Germany) * Air pollution (in U.K.) * Nuclear disaster (in Chernobyl, Ukraine) * Chernobyl, Ukraine * Atmosphere * Land evacuation * Cancer * Radioactive * Radiation * Air currents * Population density * Maps * Population density map * Climate map * Natural resource map * Physical map * Siberia * Ports | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain * Vegetation * Contamination * Sulfur deposits * Power stations (industry and power generation) * Vehicle emissions * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain   **TAPS 2, 3, 5** | | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:*** | .  Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Environmental Issues Graphic Organizer) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**Monday- Student will review Europe map and complete environmental issues lesson on the Nuclear Disaster in Chernobyl, Ukraine.**

**Tuesday-Students will work on an Environmental Issues Mini-Poster. This will consist of identifying each EI; where it’s located; the cause, effects and solutions and 2 pictures each. Students are to also list 2 additional facts about the environmental issue (each one).**

**Wednesday- Students will complete EI mini poster; additionally, students will began to work on the climate, location and NR of Italy and Germany. We will complete a PowerPoint class discussion and students will complete a T chart listing their differences.**

**Thursday- Students will began to work on the climate, location and NR on the United Kingdom and Russia. We will complete a PowerPoint class discussion and students will complete a T chart listing their differences.**

**Friday-4.5 Assessment**